

Emotional Intelligence in High School: The Effects of Self-Awareness Instruction on Iranian Pre-university Students' Academic Achievement

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Abstract— The present study investigated the effects of self-awareness instruction on Iranian pre-university students' English achievement. It was also designed to see whether Iranian pre-university students' self-awareness was affected by instruction of self-awareness activities or not. To fulfill the objectives of the study, 60 female students from Efaf pre-university school, Ahvaz, Iran, were selected and divided into two groups- one control group and one experimental group. Then a self-awareness questionnaire and a pre-test- Final English Exam of Third Grade High School- were given to both groups. The experimental group received the instruction on self-awareness but control group did not receive it. After the treatment which lasted six weeks, a post-test and the previous self-awareness questionnaire were administered to both groups. The data were analyzed through Kolmogorov-Smirnov (K-S) Test, Independent T-Test and Paired T-Test and the findings showed that instruction of self-awareness had positive impacts on Iranian pre-university students' English achievement. The results indicated that their self-awareness improved through instruction of self-awareness activities.

Keywords— Emotional Intelligence, Self-Awareness, English Achievement, Affective Domain.

I. INTRODUCTION

1.1 Preliminaries

Education is considered as a powerful instrument which brings about favorable changes in the socio-cultural life of nations (Hussain, 2004). While giving and receiving, quality of education depends on emotional balance of the giver and the receiver in the process of education. Teacher's role is also crucial (Mishera, 2012). According to Zumwalt and Craig (2005), teaching needs a combination of intellectual and personal qualities. The perfect traits of teaching are properties like enthusiasm, sociability, friendliness, organization, consciousness, optimism and flexibility (Baiocco & Dewaters, 1998). However, the education that is

imparted today concentrates much on the cognitive aspect and rarely focuses on the affective one. So educational system of any country should pay its attention to the learners' Emotional Intelligence (EI). EI alludes to "a capacity or ability of seeing, surveying and controlling the feelings of oneself, of others and of gatherings" (Velar, 2003, 135). It is a variety of non-psychological capacities, capabilities and aptitudes that influences one's capacity to prevail with regards to managing natural requests and weights. Salovey and Mayer (1990) characterized EI as a kind of social knowledge that envelops the capacity of observing one's own particular and others' feelings and utilizing the data to manage considering and activities. As indicated by this view, EI is a term which incorporates an accumulation of intrapersonal and relational abilities. Appreciating other individuals' sentiments, making and keeping relational connections and, above all, our feeling of social obligation makes relational abilities; and perceiving and understanding one's own particular inspirations and feelings contains intrapersonal aptitudes (Salovey and Mayer, 1990). Prior to the said definitions, Goleman (1995) gives an arrangement of capacities and individual attributes basic for achievement in life, and called them EI. He expressed that EI incorporates knowing, perceiving and overseeing feelings, rousing self in others and taking care of connections. The proposed thoughts by Goleman (1998) have set off a transformation in the field of childcare, home, school and working environment administration. He firmly trusted that the greater part of the issues throughout our life, regardless of whether youth issues, juvenile issues, home and family issues, work circumstance issues or political, territorial or worldwide issues are the immediate branches of distortion of the included estimations, sentiments and feelings of the concerned people, gathering of people, society and the countries. Goleman (1998, p. 82) distinguishes five segments for EI including – (1) Self-mindfulness: The capacity of recognizing one's enthusiastic states and understanding the

connection between feelings, thought and activity. (2) Self-Regulation: The capacity of dealing with one's passionate states or changing ominous enthusiastic states to more alluring ones. (3) Motivation: The limit of going into enthusiastic states identified with a drive to accomplish and wind up noticeably fruitful. (4) Empathy: The capacity of perusing, being touchy and affecting other people's feelings. (5) Social Skills: The capacity to enter and keep tasteful relational relationship. The concentrate of this examination is on mindfulness; it is the mental capacity in perceiving who and what you are. This learning empowers you to comprehend your own particular identity, emotions and yearnings deliberately, enabling you to have theoretical musings about your identity, and things you have done in the past or will do later on. As per Mayer and Salovey (1997), mindfulness furnishes you with a distinctive view of your identity; helping you to understand your qualities, shortcomings, musings, convictions, inspirations, and feelings. Moreover, through mindfulness you comprehend other individuals, how they see you, your mentalities and your reactions to them at the time. Likewise it encourages you see where your musings and feelings are taking you. It is suspected that EI impacts the understudies' English accomplishment. This examination inspects the impacts of mindfulness as the principle part of EI on Iranian understudies' English accomplishment. The significance and focal points of English learning as a moment dialect is proceeding to expand step by step. In any case, taking in a moment dialect can be 4 troublesome. Educators and specialists trusted that a few people take in a moment dialect all the more effectively and some with more trouble. Educators and guardians dependably have been worried about understudy's achievement in English learning as a moment dialect and social adjustment both all through the classroom. Specialists have demonstrated that EI remainder more than knowledge remainder represents accomplishment in life and instruction (Pishghadam, 2009). Effective adapting needs certain enthusiastic skills to occur. People must control their antagonistic feelings like tension, dread, and disappointment so that constructive feelings like excitement and a feeling of achievement can build (O'Regan, 2003). Taking care of feelings in the classroom empowers both understudies and educators to oversee emotions and gives helpful techniques to comprehend challenges that could forestall achievement (Gates, 2000). Pool (1997) says that enthusiastic prosperity can be a sign of instructive accomplishment since accomplishment is affected by different subjective, non-intellectual, individual and ecological elements.

1.2 Statement of the Problem

There is little research on the area of EI and its correlation to English learning. Even this research has focused mainly on the certain talented portion of the students at university level but high school and pre-university students were neglected. This study was carried out to help female pre-university students improve their English learning. The continuous poor performance at the level of school students in Iran has been related to many factors; among them one is neglecting EI. Nowadays, it is gaining more and more importance. Measures taken by the government at various levels to eliminate this problem focused more on improving infrastructure, equipping the schools and providing qualified teachers, may not have produced the desired results. Poor achievement among students limits their potentials for advancement in career and their ability to compete effectively in an ever increasingly competitive global village. Though the curricula at the secondary school level are designed to address this inherent gap, the importance of students' emotional standard of performance seems to be missing, misunderstood or neglected. It may be, therefore, necessary to interrupt the trend of poor English achievement among secondary students by developing and enhancing their EI skills which have been observed to be major determinants of academic achievement because a student may recover from physical pain or injury, but may never recover from the terror and degradation of his or her emotional state. The other problem is that some teachers are not aware of the different ways children respond to and display their emotions. Although recognition of emotions may be universal (Eckman, 1999), emotional expression is not the same among all cultures and families. Displaying of emotion may also differ between boys and girls based on the culture, the society, the country, the family, and circumstances which they live in. It is important for teachers to be aware that students may bring into the classroom different ways to respond to and display emotion, based on what is normal behavior in their families and communities. It is also important for students to realize that their classmates may respond to and display emotions differently than they might.

1.3 Objectives of the Study

This research followed two main objectives; firstly, it aimed to seek the effectiveness of self-awareness on Iranian female pre-university students' English achievement. Secondly, this study planned to investigate if Iranian pre-university students' self-awareness is affected by instruction. The

researcher taught some activities related to self-awareness to see whether they can impact the participants' English achievement. As Pool (1997) said providing students with some activities may allow them to see the controls over their emotions, behavior, and personality, thereby as teachers, you might cause desired changes in learners' ability. If someone is aware of his/her controls over his/her thoughts, emotions, words, and behavior, he/she will not have difficulty to make changes in the direction of his/her life. This research followed two main objectives; firstly, it aimed to seek the effectiveness of self-awareness on Iranian female pre-university students' English achievement. Secondly, this study planned to investigate if Iranian pre-university students' self-awareness is affected by instruction. The researcher taught some activities related to self-awareness to see whether they can impact the participants' English achievement. As Pool (1997) said providing students with some activities may allow them to see the controls over their emotions, behavior, and personality, thereby as teachers, you might cause desired changes in learners' ability. If someone is aware of his/her controls over his/her thoughts, emotions, words, and behavior, he/she will not have difficulty to make changes in the direction of his/her life.

1.4 Research Questions and Hypotheses

The research questions addressed in this study were as follows: RQ 1. Does self-awareness impact Iranian pre-university students' English achievement?

RQ 2. Is Iranian pre-university students' self-awareness affected by instruction?

Based on the above questions, the following null hypotheses were formulated: H0 1. Self-awareness does not impact Iranian pre-university students' English achievement.

H0 1. Iranian pre-university students' self-awareness do not affected by instruction.

H0 2. Iranian pre-university students' self-awareness is not affected by instruction.

1.5 Significance of the Study

The present study is significant since it dealt with emotions and their great influence on students' English achievement. Training emotions should be started from childhood; in this regard Mishra (2012) believed if proper efforts for training the emotions and developing proper EI are made right from their childhood, it will surely help them to lead a better life in peace and co-operation. So, EI skills should be taken into account in foreign language learning because EI skills give an opportunity to learners to improve the capacity for

learning a language and also students can enhance their English achievement through application of their EI skills. When a person becomes able to identify his strengths and weaknesses it becomes easier for him to work upon them to improve his performance. The same concept should be adopted by school children in their mentor's supervision to assess their strengths and weaknesses so that the achievement would be a successful accomplishment of the desired outcomes. Children who have an understanding of the role that emotion plays in their life will have a better foundation on which to build successful future. This research can also be significant because through its findings teachers can support students in developing self-confidence and self-awareness by helping them learn to identify what they are thinking and how they are feeling when they make decisions. This research provided data that has potential to assist practitioners in improving their practice, teaching method, policymakers in enhancing policy decision. It also opens the door to other researchers in further exploring and adding to existing research and literature.

II. REVIEW OF THE LITERATURE

The early EI hypothesis, now and then alluded to as passionate remainder, was initially created amid the 1970's and 80's by the work of clinicians like Howard Gardner, Peter Salovey, and John Mayer (Lall, 2009). Later this idea formally turned into the concentration of enthusiasm with more accentuation on inquire about over the collaboration of feeling and thought in the field of brain research in 1990's (Grewal & Salovey, 2005). EI history begun from the idea of social knowledge. Thorndike in 1920s held that social knowledge is the capacity to feel for others and act carefully in human connections (referred to in Goleman, 1998), yet his contemplations and perspectives were not considered important until some other time. In 1948, passionate idea was thought to be in the domain of knowledge. No genuine endeavor was taken in this field until the point that the mid-years of the 1980's, the point at which Thorndike's view was restored again underway of Howard Gardner (Goleman, 1998). Gardner (1983) exhibited eight unique sorts of knowledge, one of which, the individual insight, cleared a path for the broad improvement of EI. At last, Mayer and Salovey in 1990 presented their total EI demonstrate and characterized it totally in light of Gardner's view (Bar-On, 1997). Truth be told, EI is to a great extent considered as the ability of comprehension and applying the learning made from our feelings to enable viable working, to diminish push, and fortify connections. EI writing demonstrates that there are a ton of definitions for what constitutes passionate

insight. Salovey and Mayer (1990) saw EI as a sort of social knowledge which incorporates the capacity to control one's own and others' feelings and to utilize the data to coordinate considering and activities. Starting here of view, EI is a term enveloping an accumulation of intrapersonal and relational abilities. The capacity of fathoming the sentiments of others, making and keeping relational connections and above all, our feeling of social obligation creates relational aptitudes; and the capacity of perceiving and understanding one's own inspirations and feelings includes intrapersonal abilities (Salovey and Mayer, 1990). Keeping in mind the end goal to gauge EI from this point of view, an expertise based model conceptualizing EI as an arrangement of capacities independent of identity characteristics or favored methods for acting was proposed. The backers of the capacity models of EI guaranteed that measures of EI ought to be execution tests confined to an arrangement of feeling related abilities. For example, the Mayer-Salovey-Caruso EI Test (Mayer, Salovey, & Caruso, 2002) requires the respondents to see a progression of appearances and report the degree to which each of six feelings is available, tackle enthusiastic issues, and answer inquiries concerning passionate situations. The test assesses the four sub aptitudes of EI as takes after: The capacity of precisely seeing, evaluating, and communicating feeling; the capacity of getting to or producing sentiments on request when they can encourage comprehension of oneself and someone else; the capacity of understanding feelings and the learning that gets from them, and the capacity to manage feelings to upgrade passionate and scholarly development (Salovey & Mayer, 1990). Different definitions and models of EI consider it as a blended arrangement of saw capacities, aptitudes, and identity attributes. As per the pioneer of this field-Goleman-EI is "the limit with regards to perceiving our own sentiments and those of others, for inspiring ourselves, and for overseeing feelings well in ourselves and in our relationship" (1998, p. 317). For evaluating EI in view of this point of view, the blended models utilized self-report measures fusing an arrangement of saw capacities and attributes. Bar-On (2000), the originator of the world's generally utilized blended measure of passionate insight, saw it as a blend of interconnected enthusiastic and social abilities and aptitudes that decides how effectively we comprehend and exchange ourselves, acknowledge others and make correspondence with them, and manages the everyday necessities and issues. The enthusiastic and social capabilities and aptitudes in this conceptualization have five key develops and each build subtends of various firmly related parts as takes after: (1) Intrapersonal (Self-Regard, Emotional Self Awareness, Assertiveness, Independence and

Self-Actualization), (2) Interpersonal (Empathy, Social Responsibility and Interpersonal Relationship), (3) Stress Management (Stress Tolerance and Impulse Control), (4) Adaptability (Reality Testing, Flexibility and Problem Solving), and (5) General Mood (Optimism and Happiness) (Bar-On, 2006, p. 57). Perfect with this model and as it was specified, to be candidly and socially smart intends to be productively mindful of and convey what needs be, to comprehend and discuss well with others, and to adequately handle day by day issues, prerequisites and weights. This is really the appearance of one's intrapersonal capacity to think around oneself, to understand one's quality and shortcoming and to pass on one's feelings and considerations non-dangerously. On the relational level, being sincerely and socially astute involves the ability to fathom others' feelings, emotions and needs, and to make and hold alluring, useful and equally fulfilling affiliations. At last, being candidly and socially canny means sensibly and adaptably managing the moment circumstance, tackling issues and deciding. In this manner, feelings ought to be coordinated in a way that works in favor of an individual and not against him, and he is required to be satisfactorily confident, idealistic and dynamic (Bar-On, 2006). However, a debate exists over a brought together definition or model for passionate insight, there is a general understanding that enthusiastic aptitudes have relationship with accomplishment in numerous territories of life. In instructive settings, it is generally acknowledged that to give a proficient learning, understudies require content range information, as well as capacities related with enthusiastic and social skills. Experimental investigations showed that there is a positive relationship amongst EI and understudies' scholastic accomplishment and other psychological and full of feeling elements prompt learning. For instance, Gil-Olarte, Palomera, and Brackett (2006) found a positive connection between understudies' EI and their scholarly accomplishment and social capability. In a comparable vein, Brackett and Katluka (2007) detailed that their passionate proficiency program intended to advance feeling related abilities in understudies will likewise upgrade dynamic thinking and intelligent learning. Moreover, Mortiboys (2005) expressed that setting up candidly improving learning circumstances will support the probability of learners' fulfillment, inspiration and coordinated effort. The real ramifications advanced by these investigations has been the need to incorporate enthusiastic proficiency into the instructive educational modules. These projects are relied upon to enable understudies to control their feelings suitably, change undesirable passionate states to more gainful ones, and comprehend the connection

between feelings, considerations, and activities. Moreover, the present examination explored the contributing part of mindfulness as one of the EI segments in Iranian pre-college understudies' English accomplishment.

Self-awareness and self-knowledge are two main components of emotional intelligence. Among the qualities of mindfulness is the capacity of perceiving one's own particular emotions. Understudies and instructors may not generally recognize what they are feeling or comprehend why they feel a specific way and what to do about how they feel. Understudies' capacity to appreciate their feelings is connected to more noteworthy self-assurance, since this understanding guides them to feel more prominent control over their inward life (Goleman, 1995). We can bolster understudies to upgrade this fearlessness by helping them figure out how to distinguish what they are considering and how they are feeling when they decide. For instance, an instructor may show the utilization of self-reflective dialect in the classroom to enable understudies to connect with their enthusiastic perspectives. Discussing positive and negative sentiments is one approach to enable understudies to figure out how to bargain suitably with their feelings. Discussing sentiments of stress, outrage, dissatisfaction, and frustration can enable understudies to figure out how to recognize their emotions. Educators can encourage this dialog amid class gatherings or amid one-on-one discussions with understudies, or as understudies cooperate in sets and gatherings. For youthful youngsters, stories can give chances to discuss diverse feelings; for more seasoned understudies, diary composing might be a beneficial approach to enable them to recognize complex sentiments. Generally our reality is related to our position in the public eye, our loved ones, the necessities and cravings of our body, and the enthusiastic and scholarly articulations of our brain. For instance: We may state 'I am an understudy contemplating Mathematics, I have four siblings and live in Tehran'. We once in a while set aside the opportunity to consider the genuine idea of our reality; to pose the inquiry, "Who am I?" (Nelson & Low, 1999). Mindfulness is about figuring out how to better comprehend why you feel what you feel and why you carry on especially. When you comprehend this idea you have the shot and flexibility to change things about yourself empowering you to make an existence that you like. On the off chance that you are uncertain your identity, it's practically difficult to change and wind up plainly self-tolerating. Being clear about your identity and what you want can be engaging, giving you the certainty to roll out improvements (Nelson, Low, and Velar, 2004). Mindfulness has high significance since when we have a superior attention to ourselves, we can

encounter ourselves as extraordinary and separate people. At that point, we are engaged to roll out improvements and to expand on our ranges of quality and in addition distinguish territories where we might want to make changes. Mindfulness is accepted to be the initial step to objective setting. It is monitoring what you're great at while perceiving frail focuses. This incorporates conceding when you don't have the response to botches (Goleman, 1995). Truth be told, a large number of us work on the conviction that we should seem like we know everything constantly or else individuals will scrutinize our capacities, and afterward maybe judge us. On the off chance that you are straightforward with yourself, you'll concede that truly the inverse is valid. Since whether you recognize your shortcomings or not, everybody still observes them. So as opposed to hiding them, the individual who endeavors to conceal shortcomings really highlights them, making the view of an absence of uprightness and mindfulness (Robbins and Judge, 2009). Mindfulness is one of the main parts of the self-idea to rise. While mindfulness is something that is basic to every last one of us, it is not something that we are intensely mindful of at each minute (Lewis, and Brooks-Gunn, 1978). Rather, mindfulness ends up plainly one identity player as a part of our identity in view of the circumstance we are in. We are not conceived with mindfulness, in any case. Scientists have demonstrated that the attention to ourselves starts to show up at around one year of age and grows more by around year and a half of age (Mullen & Suls, 1982). Goleman (1998) kept up that mindfulness knowing one's feelings is foundational to enthusiastic insight and depicted it as monitoring both our state of mind and our contemplations about that mind-set. He proceeded with that mindfulness has three parts including enthusiastic mindfulness, precise self-evaluation, and self-assurance. Goleman (1998) characterized Emotional mindfulness as perceiving one's feelings and their belongings, precise self-appraisal implies knowing one's qualities and points of confinement, and self-assurance depicted as sureness about one's self-esteem and abilities. As per Grayson (2013) enthusiastic mindfulness is the capacity to perceive one's sentiments. It is not just the capacity to know about one's sentiments and feelings, additionally to separate between them, to realize what one is feeling and why, and to comprehend what caused the emotions (p. 6). Anderson and Lux (2004, p. 279) contended that a satisfactory record of independence must incorporate a particular necessity of exact self-appraisal, which has been to a great extent disregarded in the philosophical concentrate on specialists' capacity to assess the allure of following up on specific motivations or qualities. As indicated by Anderson

and Lux (2004) there is a particular prerequisite of exact self-appraisal, which is associated more with executing an errand than with assessing its attractive quality (p. 279). As indicated by Hargreaves (2000), to end up noticeably viable learners, youngsters need to build up a solid feeling of self-esteem and trust in their capacities. They have to figure out how to assume liability for their own particular learning and execution, and exhibit constancy and flexibility notwithstanding snags or misfortunes (p. 32).

Accomplishment in second/outside dialect learning and EI have some immediate and circuitous connections with bolster for the immediate connection. For instance, it is believed that feelings can either draw in or stifle consideration, which affects the learning and holding of data (Sylwester, 1998). Along these lines, it can be noticed that feelings can impact one's adapting either emphatically or adversely. It was watched that negative impacts of feeling had a tendency to be a hindrance in understudies' considerations while they are composing (Kearney 1998), while Boud, Keogh, and Walker (1985) said that the positive considering and feelings extraordinarily enhanced the maintenance of new data and learning by keeping consideration amid the errand. Through solid proof, Elliot (2003) specified that when relational abilities are picked up, learning can be produced. Gardner (1983) and Bar-On (2000) likewise expressed that relational aptitudes are a piece of passionate knowledge. EI has positive and productive impacts on understudies since they can deal with their feelings and have more positive correspondence and trust in themselves, different cohorts, and educators. EI will advance great investigation conduct, and make the learning background more successful. Additionally, the states of mind of an instructive setting can propel everybody drew in, with positive speculation causing positive outcomes (Ellis, 1985). Elliot (2003) recommended that consolation was a consideration the result and study propensities for understudies. Positive consolation would thusly demonstrate great outcomes in the understudy, and the individuals who were included would create uplifting states of mind toward learning. EI can be very viable in the classroom. Where understudies are failing to meet expectations, educators can figure out how to advance candidly savvy hones. Educators can assess the understudies in light of their EI preceding a class or course, and additionally a short time later. The understudies' second/remote dialect accomplishments will be upgraded, as they will have the capacity to enhance their intrapersonal and relational relations and abilities. EI is one of the factors that further structures an understudy's dialect learning setting, albeit scholarly accomplishment is likewise

a matter of subjective capacity. EI likewise makes powerful family support, contemplate air, and English accomplishment. EI appears like an idea worth putting resources into. Those with high EI are at an incredible preferred standpoint. Confirmation demonstrates that hidden enthusiastic abilities are the underlying foundations of moral positions in life (Goleman, 1995).

Literature indicates that EI skills and competencies are vital to success in educational settings and it also reveals that there is a significant positive relationship between EI and academic achievement among higher education students. In an exploration led by Rozell, Pettijohn, and Parker (2002), a huge relationship was found amongst EI and aggregate review point normal (CGPA) of college understudies of Mid-Western University. Thus among 246 Pakistan young people, Farooq (2003) demonstrated that understudies with high EI indicated preferred scholastic execution over the understudies with low enthusiastic insight. After one year, Petrides, Frederickson, and Furnham (2004) analyzed the part of quality EI in scholastic execution and freak conduct at school. Members were 650 understudies in British optional instruction. The respondents were made a request to finish the Trait EI Questionnaire (TEIQ), Eysenk Personality Questionnaire (EPQ), and Verbal Reasoning Test (VRT). The scores from Key Stage 3 (KS3) evaluation and General Certificate of Secondary Education (GCSE) were likewise gathered. Data about approved unlucky deficiencies, unapproved nonappearances, 30 and avoidances were likewise assembled. The aftereffects of the investigation showed that characteristic EI directed the connection between subjective capacity and scholastic execution. Also, understudies with high characteristic EI scores had less unapproved unlucky deficiencies. They were additionally more averse to have been removed from school. Mortiboys (2005) asserted that making sincerely upgrading learning conditions can help the probability of learners' fulfillment, inspiration and joint effort. Aghasafari (2006) found a noteworthy relationship between's general passionate knowledge measure and dialect learning procedures. Moreover, Gil-Olarte, Palomera, and Brackett (2006) demonstrated a positive connection between understudies' enthusiastic insight and their scholarly achievement and social fitness. In a comparative vein, Brackett and Katluka (2007) demonstrated that their passionate proficiency program intended to create feeling related aptitudes in understudies will likewise advance theoretical thinking and intelligent learning. Another exploration done by Adeyemo (2007), was led among the Nigerian college understudies and the discoveries uncovered huge connections amongst's EI

and scholastic self-adequacy with scholarly accomplishment. Another examination was done in 2007 by Pishghadam in which he attempted to decide the impact of enthusiastic and verbal insights on second dialect learning. He led an investigation with 576 EFL understudies. The discoveries demonstrated that tuning in, perusing, talking, composing, and GPA unequivocally associated with two measurements of passionate insight, i.e., stretch administration and intrapersonal abilities. Sünbül and Aslan (2008) similarly revealed positive connection amongst EI and scholastic accomplishment among 312 Education understudies in Konya and Turkey. Rouhani (2008) inspected the connection between connection styles and EI at college of Tehran. Two hundred understudies (107 young ladies, 93 young men) were the respondents of this examination. The discoveries demonstrated that connection styles are related with Emotional Intelligence. Secure connection style was 31 decidedly connected with EI and uncertain connection style (avoidant, uncertainty) were adversely connected with EI. Ghanizadeh and Moafian (2010) found that passionate knowledge assumes a positive part in educating adequacy. Arranging basic intuition inside the system of passionate insight, Ghanizadeh and Moafian (2011) demonstrated that EI has a facilitative part in enhancing EFL learners' basic deduction capacity. Of late, Mishra (2012) researched the impact of EI on Academic Achievement of senior optional understudies. A specimen of 1000 understudies was drawn receiving arbitrary cum bunch inspecting procedure from Government senior auxiliary schools of Jaipur locale, Rajasthan. In the wake of gathering the information the consequences of the examination demonstrated that EI emphatically impacts understudies' scholastic accomplishment particularly female understudies. All the more as of late, Upadhyaya (2013) investigated the connection amongst EI and scholastic accomplishments among understudy instructors. The discoveries of the investigation uncovered that EI is decidedly identified with scholastic accomplishment (hypothesis and practice) and understudy educators with high EI scored better in principle and useful examination than the understudy instructors with low enthusiastic insight. The significant ramifications advanced by the said thinks about has been the need to coordinate enthusiastic proficiency into the instructive framework. These projects are required to help understudies control their feelings suitably, change undesirable passionate states to more profitable and good ones, and comprehend the connection between feelings, contemplations, and activities.

III. METHOD

3.1 Participants

The participants of the present study were 60 female students studying at Efaf pre-university school, Ahvaz, Khuzestan, Iran. Most of the participants were at the age of 17 or 18. This community was homogeneous since all of them passed the final exam of the third grade of high school. Although there were some individual differences among them, this community was regarded as roughly homogeneous by the educational staff as they shared the same teacher and learning materials, therefore the researcher followed the same routines and considered them as the participants of this study without further manipulations. All the participants were native Persian speakers who were preparing themselves for entering the university. Since there were just two pre-university classes in the school where the present study was taken place, they were divided into 2 groups of thirty members; a control group and an experimental one. Students in experimental group received self-awareness instruction alongside English but control group received English instruction only. It should be noted that instruction was given based on pre-university English book materials.

3.2 Instruments

To collect the data to answer the questions of the study, the following instruments were utilized.

3.2.1 Oxford Quick Placement Test (OQPT)

The first instrument that was used in this study was the Oxford Placement Test (OPT) to make the respondents homogeneous.

3.2.2 Final English Exam of Third Grade High School

The second instrument which the researcher used to collect the data was the Final English Exam of Third Grade High School in Khordad 1394 (Persian date which equals June 2014). It includes grammar, vocabulary, cloze test, and reading passage. FEEOTGH is one of the standardized tests held all over Iran to advance to pre-university level. All third grade high school students wishing to promote to higher level have to pass all their final tests including English. This test was used as the pretest in order to make the researcher aware of the participants' current level of English knowledge.

3.2.3 Self-Awareness Questionnaire

The third instrument which was applied in this study was a self-awareness questionnaire (Appendix C). It consisted of 39 items adopted from online questionnaires developed by some researchers (Silver & Claret, Davies, Downing, Ziv, 2012). Since the participants could not answer the English version of the questionnaire the researcher herself prepared the Persian version of the questionnaire (Appendix D) then

two English translators checked it and made some changes. The questionnaire was modified and then piloted on a similar group in another school whose course book and level were the same. The reliability of the questionnaire was computed through the application of Kuder and Richardson (KR-21) formula and it was 0.82. Finally the questionnaire was distributed among the respondents. All measures in this self-awareness questionnaire used a 6 point Likert scale from 1 = Never to 6 = Always. Of course, it should be mentioned that for other university lecturers checked the questionnaire for final validation.

3.2.4 Self-Awareness Activities

Self-awareness activities utilized in this study were four activities presented in the book by Neale, Spencer-Arnell and Wilson (Neale, Spencer-Arnell & Wilson, 2009, p. 108); these activities were related to self-awareness (Appendix E). They included: Self-awareness activity 1, 2, 3, and Self-awareness activity 4. The first activity was "understood your intuition", the second was "Three steps to increasing self-awareness", the third was "Identifying emotions" and the fourth was "Learning from the past". It is worth noting that under each activity there were one or two related paragraphs. These activities were completely translated into Persian and they were taught for developing students' self-awareness. The translated activities (Appendix F) were taught to the experimental group by the researcher during seven sessions. On the other hand, control group received no self-awareness instruction. At the end, the researcher administered a posttest to find the effects of the instruction of the mentioned activities on students' English achievement.

3.2.5 English Pre-University Book Materials

Four lessons of English pre-university book- lesson one to four- were selected under the guidance of the supervisor. These lessons covered grammar, vocabulary and reading passage. They were taught to both experimental and control groups. They took 12 sessions to end.

3.2.6 Researcher-Made Post-Test

The last instrument was a researcher-made post-test; this test was similar -in form and content- to the pre-test but the items covered pre-university book materials (Appendix G). Reliability and validity of this test were measured. After the researcher constructed the test, he gave it to four experts to examine its face and content validity. That is, to get sure about the Content Validity Index (CVI) of the test items, four English experts checked the test and made some changes concerning the clarity and simplicity of the items. Subsequently, some of the test items were modified and then a similar group was given this test to pilot it. Finally, the final version of the test became prepared and then the target

participants received it. It should be mentioned that KR-21 formula was used to compute the reliability of pre-test and post-test. The results of computation revealed that the reliability of pre-test and post-test was 0.71 and 0.74 respectively. The post-test was administered to help the researcher assess participants' performance after instruction and compare respondents' scores with pre-test scores. It is worth mentioning that the previous self-awareness questionnaire was given to the participants again to check their EI after self-awareness instruction.

3.3 Data Collection Procedures

For gathering the needed data to answer the questions of the current study, in the first step the researcher personally attended to Efaf pre-university school, Ahvaz, Khuzestan, Iran and she gave the Final English Exam of Third Grade High School to 60 female students. After making aware of the respondents' English knowledge, the researcher distributed self-awareness questionnaire among the participants. Then the researcher began to teach the mentioned self-awareness activities (3.3.3 Self-awareness Activities) and four lessons of English pre-university book to the experimental group while the control group was deprived of this instruction. The treatment lasted 6 weeks; in each week two sessions were held. Each lesson was taught in three sessions. Besides teaching the pre-university materials to the students, self-awareness activities were taught to them. In each session the researcher tried to make the participants aware of their own abilities, feelings and emotions before starting the lesson. She told them the related motivating stories; advised them to know their abilities and so on. Even the researcher told the participants from her own personal experiences to activate their interests to learn English better. She encouraged the students to become effective learners, to develop a strong sense of self-worth and confidence in their abilities. She taught them to take responsibility for their own learning and performance, and demonstrate persistence and resilience in the face of obstacles or setback. On the other hand, the control group just received traditional instruction on English pre-university book. Finally the previously mentioned researcher-made post-test was administered to both groups to find the possible effects of self-awareness instruction on students' English achievement. The researcher gave the self-awareness questionnaire to both groups to check their self-awareness after the treatment.

IV. RESULTS AND DISCUSSION

In order to analyze the gathered data, the SPSS (Statistical Package for Social Science) software was used. In analyzing the data, descriptive statistics was used for getting basic

information like mean, minimum and maximum, frequency and standard deviation (SD). In inferential statistics Kolmogorov-Smirnov (K-S) Test, Independent Test and Paired T-Test were used to check the normality of the variables. Figures were used to show the results more clearly. Throughout the thesis the acceptable (sig) level is % 5 ($\alpha = 0.05$). For accepting or rejecting the hypotheses, P-value = 0.05 is used which is compared with (sig) in tables. If (sig) is less than 0.05 (sig. $0.05 <$), the null hypothesis is rejected but if (sig) is higher than .0.0 (sig. $0.05 >$), the null hypothesis is accepted.

4.1 Test of Normality

In data analysis, first of all, the normality of distribution was investigated. For normality, Kolmogorov-Smirnov (K-S) test was used. The null hypothesis here is the normality of the sample under consideration and the opposite assumption implies that the sample is not normal. Throughout the thesis the acceptable (sig) level is % 5 ($\alpha = 0.05$). Table 1 shows the normality of each variable.

Table.1: Tests of Normality

Kolmogorov-Smirnov		score				questionnaire			
		Experimental		Control		Experimental		Control	
		Pretest	Posttest	Pretest	Posttest	Pretest	Posttest	Pretest	Posttest
	Statistic	.123	.156	.079	.116	.110	.095	.113	.099
	Sig.	.200*	.062	.200*	.200*	.200*	.200*	.200*	.200*

It is worth noting that the test is based on the Z score and to accept or reject the premise, the significance level (sig) was used, which was the same as P-Value. If the significance level (sig) is less than 0/05 ($\alpha < 0.05$), we conclude that the null hypothesis is rejected and the variable under study is not normal and if it was more than 0/05 ($\alpha > 0.05$), the null hypothesis is accepted and the variable is normal. According

to this information, distribution of all scores in general English test and self-awareness questionnaire are normal.

4.2 Descriptive Statistics

Table 2 presents basic information about the pre-test and post-test scores of the participants in self-awareness questionnaire and general English test.

Table.2: Descriptive Statistics

			N	Minimum	Maximum	Mean	Std. Deviation
Score	Experimental	Pretest	30	10.00	18.00	13.6500	2.32546
		Posttest	30	12.00	20.00	15.9333	2.16450
	Control	Pretest	30	10.00	17.50	13.6333	2.24831
		Posttest	30	10.00	18.00	13.7167	2.23099
questionnaire	Experimental	Pretest	30	1.62	2.31	2.0106	.18996
		Posttest	30	4.90	5.44	5.1715	.12802
	Control	Pretest	30	1.66	2.28	1.9855	.17578
		Posttest	30	1.62	2.41	2.0106	.19668

Based on Table 2, the lowest score of the experimental participants' in general English pre-test is 10; the highest is 18 and the average is 13.65. As above table shows, in general English post-test the lowest score is 12; the highest score is 20 and the average is 15.93. That means the treatment was very effective on the participants. The participants did better after the experiment.

Table 2 also indicates the scores of the control group in the general English pre-test and post-test. The lowest score in pretest is 10; the highest score is 17.5 and the average is 13.63. In posttest the lowest score is 10; the highest score is 18 and the average is 13.71. It is very obvious that the control group has no improvement.

In self-awareness questionnaire the lowest score of the experimental group in the pre-test is 1.62; the highest score

is 2.31 and the average is 2.01. In the post-test the lowest score is 4.9; the highest score is 5.44 and the average is 5.17. As it is indicated in the above table, the lowest score of the control group in the pre-test is 1.66; the highest score is 2.28 and the average is 1.98. In the post-test the lowest score is 1.62; the highest score is 2.41 and the average is 2.01.

4.3 Inferential Statistics

4.3.1 The Comparison between Mean Scores of Experimental and Control Groups in General English Pre-test

Table.3: Independent Samples Test

	Levene's Test for Equality of Variances		t-test for Equality of Means			
	F	Sig.	t	df	Sig. (2-tailed)	Mean Difference
Equal variances assumed	.004	.947	.028	58	.978	.01667

Independent sample T-test is composed of two tests. At the outset it checks the equality of variances of two samples; this test is calculated through using F statistics. As illustrated above F is 0.004 (F=0.004) and Sig is 0.947 (Sig=0.947). The significance level is higher than 0/05, so the assumption of homogeneity of two variances will be accepted and row results titled as "Equal variances assumed" in the mean equality test of two samples was considered. The equality test of two means, with T statistics shows that (t=0.028, df=58 and sig=0.978); significance level (sig=0.978) is bigger than the significance level set for the study (0.05). This indicated that there was no significant difference between the mean

In Table 4.1 the mean scores of General English pre-test in both experimental and control groups was checked out which the distribution of pretest mean scores in both groups was normal. So it was necessary to use independent T-test. The results of this test are reported in Table 4.3. In this test, the null hypothesis expresses the equality of the mean of pretest scores in both experimental and control groups and the opposite assumption shows the difference.

scores of pretest in both experimental and control groups. In the pre-test both groups were the same.

4.3.2 The Comparison between Mean Scores of Experimental and Control Groups in General English Post-test

In Table 1 the mean scores of General English posttest in both experimental and control groups was checked out which the distribution of posttest mean scores in both groups was normal. So it was necessary to use independent T-test. The results of this test are provided in Table 4.4. In this test, the null hypothesis expresses the equality of the mean of posttest scores in both experimental and control groups and the opposite assumption shows the difference.

Table.4: Independent Samples Test

	Levene's Test for Equality of Variances		t-test for Equality of Means			
	F	Sig.	t	df	Sig. (2-tailed)	Mean Difference
Equal variances assumed	.000	.983	3.906	58	.000	2.21667

Independent sample T-test is composed of two tests. At the outset it checks the equality of variances of two samples; this test is calculated through using F statistics which is 0.000 here with the Sig of 0.983. The significance level is higher than 0/05, so the assumption of the homogeneity of two variances will be accepted and row results titled as "Equal variances assumed" in the mean equality test of two samples was considered. The equality test of two means, with T

statistics equals= (t=3.906), (df=58) and (sig=0/000); significance level (sig=0/000) is smaller than the significance level set for the study (0.05). This means that there was a significant difference between the mean scores of post-test in both experimental and control groups. Due to the difference in means, the posttest mean of experimental group was 2.22 scores higher than posttest mean of control group.

4.3.3 The Mean Scores of Pre-test and Post-test of General English Test in Experimental Group

In Table 1 the mean scores of pre-test and post-test of General English Test in experimental group was checked out in which the distribution of pre-test and post-test mean scores

in experimental group was normal. So it was necessary to use paired T-test. The results of this test are presented in Table 5. In this test, the null hypothesis expresses the equality of the mean of pre-test and post-test scores in experimental group and the opposite assumption shows the difference.

Table.5: Paired Samples Test

	Mean	t	df	Sig. (2-tailed)
Posttest - Pretest	2.28333	20.694	29	.000

As revealed in Table 5, the amount of statistic T is 20.694 ($t=20.694$), $df=29$ ($df=29$) and significance level is 0.000 ($sig=0.000$) which is less than 0.05. This indicated that there was a significant difference between the mean of pre-test and post-test scores in experimental group. The mean of post-test is 2.28 points higher than the mean of pre-test. So, instruction was effective in the experimental group.

4.3.4 The Mean Scores of Pre-test and Post-test of General English Test in Control Group

In Table 1 the mean scores of pre-test and post-test of General English Test in control group was checked out in which the distribution of pre-test and post-test mean scores in control group was normal. So it was necessary to use parametric paired T-test. The results of this test are shown in Table 6. In this test, the null hypothesis expresses the equality of the mean scores of pre-test and post-test in control group and the opposite assumption shows the difference.

Table.6: Paired Samples Test

	Mean	t	df	Sig. (2-tailed)
Posttest - Pretest	.08333	.990	29	.330

As illustrated in Table 4.6, the amount of statistic T is 0.990 ($t=0.990$), $df=29$ ($df=29$) and significance level is 0.330 ($sig=0.330$) which is higher than 0.05. This indicated that there was not a significant difference between the mean scores of pre-test and post-test in control group. So, it is concluded that instruction was not effective in the control group.

4.3.5 The Mean Scores of Self-awareness Questionnaire of Pretest in Experimental and Control Groups

In Table 1 the mean scores of self-awareness questionnaire of pretest in both experimental and control groups was checked out which the distribution of self-awareness questionnaire mean scores in both groups was normal. So it was necessary to use independent T-test. The results of this test are provided in Table 7. In this test, the null hypothesis expresses the equality of the mean scores of self-awareness questionnaire in both experimental and control groups and the opposite assumption shows the difference.

Table.7: Independent Samples Test

	Levene's Test for Equality of Variances		t-test for Equality of Means			
	F	Sig.	t	df.	Sig. (2-tailed)	Mean Difference
Equal variances assumed	.040	.842	.532	58	.597	.02513

As Table 7 shows, F statistics is ($F=0.04$) and significance level is (0.842). The significance level is higher than 0/05, so the assumption of homogeneity of two variances will be accepted and row results titled as "Equal variances assumed" in the mean equality test of two samples was considered. The equality test of two means, with T statistics shows that

($t=0.532$), ($df=58$) and ($sig=0.597$). Significance level ($sig=0.597$) is higher than the significance level set for the study (0.05); meaning that there was not a significant difference between the mean of self-awareness questionnaire scores of pre-test in experimental and control groups. It is concluded that in the case of self-awareness questionnaire

scores in the pretest both groups are on the same level and they have the same knowledge.

4.3.6 The Mean Scores of Self-awareness Questionnaire of Post-test in Experimental and Control Groups

In Table 1 the mean scores of self-awareness questionnaire of posttest in experimental and control groups was checked out which the distribution of self-awareness questionnaire

mean scores in both groups was normal. So it was necessary to use independent t-test. The results of this test are indicated in Table 8. In this test, the null hypothesis expresses the equality of post-test mean scores of self-awareness questionnaire in experimental and control groups and the opposite assumption shows the difference.

Table.8: Independent Samples Test

	Levene's Test for Equality of Variances		t-test for Equality of Means			
	F	Sig.	t	df	Sig. (2-tailed)	Mean Difference
Equal variances assumed	5.342	.024	73.774	58	.000	3.16091

Independent sample T-test is composed of two tests. At the outset it checked the equality of variances of two samples; this test is calculated through using F statistics which is 5.342 here with the Sig of 0.024. The significance level is higher than 0/05, so the assumption of homogeneity of two variances will be accepted and row results titled as "Equal variances assumed" in the mean equality test of two samples was considered. The equality test of two means, with T statistics shows that ($t=73.774$), ($df=58$) and ($sig=0.000$). Significance level ($sig=0.000$) is smaller than the significance level set for the study (0.05). This indicated that there was significant difference between the mean scores of post-test in experimental and control groups. The mean of post-test in experimental group is 3.16 points higher than the

mean of post-test in control group. So, instruction was effective in the experimental group.

4.3.7 The Mean Scores of Pretest and Posttest of Self-awareness Questionnaire in Experimental Group

In Table 1 the mean scores of pretest and posttest of self-awareness questionnaire in experimental group was checked out which the distribution of self-awareness questionnaire mean scores of both of pretest and posttest in experimental group was normal. So it was necessary to use parametric paired T-test. The results of this test are depicted in Table 9. In this test, the null hypothesis expresses the equality of the mean scores of pretest and posttest of self-awareness questionnaire in experimental group and the opposite assumption shows the difference.

Table.9: Paired Samples Test

	Mean	t	df	Sig. (2-tailed)
Posttest - Pretest	3.16083	72.615	29	.000

Based on Table 9, the significance level is 0.000 ($sig=0.000$) which is less than 0.05. This indicated that there was a significant difference between the mean scores of pretest and posttest of self-awareness questionnaire in experimental group. The mean of self-awareness questionnaire post-test is 3.16 points higher than the mean of pre-test. So, instruction was effective in the experimental group.

4.3.8 The Mean Scores of Pretest and Posttest of Self-awareness Questionnaire in Control Group

In Table 1 the mean scores of pretest and posttest of self-awareness questionnaire in control group was checked out which the distribution of self-awareness questionnaire mean scores of both pretest and posttest in control group was normal. So it was necessary to use parametric paired T-test. The results of this test are mentioned in Table 4.10. In this test, the null hypothesis expresses the equality of the mean scores of pretest and posttest of self-awareness questionnaire in control group and the opposite assumption shows the difference.

Table.10: Paired Samples Test

	Mean	t	df	Sig. (2-tailed)
Posttest - Pretest	.02505	1.570	29	.127

Based on Table 10, the significance level is 0.127 (sig=0.127) which is higher than 0.05. This indicated that there was no significant difference between the mean scores of pretest and posttest of self-awareness questionnaire in control group.

4.4 Discussion

This section elaborates on the results and findings presented in the previous part. To discuss the results of the research, the research questions raised earlier in the study will be referred to as follows:

RQ 1. Does self-awareness impact Iranian pre-university students' English achievement? This study examined the effects of self-awareness instruction on improving Iranian students' English achievement. After analyzing the data, the results showed that there was not a significant difference between experimental and control groups' performance in pre-test, but in contrast there was a significant difference between the results of pre-test and post-test of the two groups. It could be also observed that experimental participants got better scores and had better performance after the treatment. The findings indicated that self-awareness instruction enhanced Iranian students' English achievement. The results of this study confirm the outcomes of previous studies like Arabsarhangi and Noroozi (2014). Arabsarhangi and Noroozi (2014) investigated the "The Relationship between Self-awareness and Learners' Performance on Different Reading Comprehension Test Types among Iranian EFL Elementary Learners. They selected 50 adult Elementary Iranian EFL learners at the age of 15 to 30 from English language learners of Iran Mehr institute (Garmsar, Iran). According to the results of data analysis through the regression and ANOVA tests, the null hypotheses were 61 rejected and the correlation of the variables and effectiveness of self-awareness on learners' reading comprehension were proved. The findings of the present study support the results of Petrides, Frederickson, and Furnham (2004); they examined the role of trait EI in academic performance and deviant behavior at school. The results of the study demonstrated that trait EI moderated the relationship between cognitive ability and academic performance. Moreover, students with high trait EI scores had less unauthorized absences. Both this study and the study of Petrides, Frederickson, and Furnham in 2004 confirm the positive effects of emotional intelligence on students' performance. Both studies enable students and teachers to manage feelings and provide useful methods to solve difficulties that could prevent success. The results of the present study are also congruent with a research conducted by (Pishghadam, 2007). He tried to determine the influence

of emotional and verbal intelligences on second language learning. He conducted a study with 576 EFL students.

RQ 2: Is Iranian pre-university students' self-awareness affected by instruction? After the results were obtained, it was proved that instruction could increase participants' self-awareness. The findings confirm the idea of Hargreaves (2000): To become effective learners, young people need to develop a strong sense of self-worth and confidence in their abilities. They need to learn to take responsibility for their own learning and performance, and demonstrate persistence and resilience in the face of obstacles or setbacks. Mortiboys also (2005) claimed that creating emotionally enhancing learning environments can boost the likelihood of learners' satisfaction, motivation and collaboration. Results of the current study support Adeyemo's (2007) findings; which revealed significant correlations between EI and academic self-efficacy with academic achievement. Furthermore, the results confirm the findings of Gil-Olarte, Palomera, and Brackett (2006) which proved a positive correlation between students' emotional intelligence and their academic success and social competence. In a similar vein, Brackett and Katluka (2007) which indicated that their emotional literacy program develop emotion-related skills in students, will also promote abstract reasoning and reflective learning which is another finding of this study. Ghanizadeh and Moafian (2011) also proved that EI has a facilitative role in improving EFL learners' critical thinking ability. The outcomes of this study are consistent with Mishra (2012) who investigated the effect of EI on Academic Achievement of senior secondary students. A sample of 1000 students was drawn adopting random-cum cluster sampling technique from Government senior secondary schools of Jaipur district, Rajasthan. After collecting the data the results of the study showed that EI positively impacts students' academic achievement especially female students.

V. CONCLUSION

According to the results of data analysis which were drawn in the previous chapter, it can be concluded that the findings were in agreement with theoretical framework of this study which was on the basis of Goleman's model of EQ (1995), and because of focusing on self-awareness as one of the important component of Goleman's theory and its association with learning language, the present study might help to extend the previous studies in this domain. Based on the obtained findings, researcher of this study came to the conclusion that there was a correlational relationship between self-awareness and learners' language achievement. In fact, self-awareness instruction impacted Iranian pre-

university students' English achievement. Experimental group outperformed in the post-test after the treatment. Students' self-awareness was also affected positively by instruction. In a nutshell, it is now quite obvious from the results of this study that there is a close relationship between English language learning and self-awareness instruction. The results of the present study are useful for teachers to understand that self-awareness is critical in the process of teaching and learning. Thus, if emotions and perceptions appear to influence teaching and learning practices, identifying and regulating the factors that contribute to the development of teachers and students deserve consideration. This, in turn, necessitates exploiting and developing courses and preparation programs for EFL teachers focusing on skills associated with self-awareness to help students handle their emotions appropriately, shift undesirable emotional states to more productive ones, understand the link between emotions, thoughts, and actions, attract and sustain rewarding interpersonal relationships in the classroom, and be sensitive to students' emotions. The findings of this study are beneficial for the students; they should be able to recognize their abilities, strengths, and capacities instead of feeling low and develop ability to work and study in adverse emotional conditions of life. The teachers should be competent to identify the changing emotional classroom environment and have the ability to empathize, encourage and connect with students on emotional level.

Further experimental researches should be conducted between boy and girl students and also on primary level students. In the present research sex and ethnic bias were not taken into account. A more detailed study is needed to explore the relationship between self-awareness and these variables in foreign language learning. Moreover, in the current study, the effects of self-awareness was on foreign language learning, next studies should be carried out to investigate the impacts of self-awareness on second language teaching. Another study should be done to examine the role of self-awareness in language testing, specifically the relationship between self-awareness and different test forms. This study was conducted in an EFL situation. Further research with the same topic can be conducted in other situations. The researcher calls for implementing another study with larger numbers of participants in order to supplement the findings from the current study. This study lasted for six weeks. Succeeding studies can allocate more time to find out the effectiveness of self-awareness instruction on other areas of language learning. 66

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